

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: SunRidge Elementary	District Name: OCPS
Principal: Janice Quint	Superintendent: Barbara Jenkins
SAC Chair: Theresa Sau	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
----------	------	-----------------------------	-----------------------------------	-------------------------------------	---

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Principal	Janice Quint	Bachelor's Degree- University of Michigan Master's Degree – University of Central Florida	1	10	<p>2005-2006 Pine Castle Elementary A school 71% of students meeting high standards in reading 72% of students meeting high standards in mathematics 87% of students meeting high standards in writing 58% of students making learning gains in reading 66% of students making learning gains in mathematics</p> <p>2006-2007 Pine Castle Elementary A school 79% of students meeting high standards in reading 85% of students meeting high standards in mathematics 91% of students meeting high standards in writing 48% of students making high standards in science 74% of students making learning gains in reading 74% of students making learning gains in mathematics 57% of lowest 25% making learning gains in reading 83% of lowest 25% making learning gains in reading</p> <p>2007-2008 Pine Castle Elementary B school 77% of students meeting high standards in reading 77% of students meeting high standards in mathematics 80% of students meeting high standards in writing 43% of students making high standards in science 71% of students making learning gains in reading 63% of students making learning gains in mathematics 61% of lowest 25% making learning gains in reading 49% of lowest 25% making learning gains in mathematics</p> <p>2008-2009 Pine Castle Elementary A school 83% of students meeting high standards in reading 78% of students meeting high standards in mathematics 88% of students meeting high standards in writing 49% of students making high standards in science 81% of students making learning gains in reading 62% of students making learning gains in mathematics 77% of lowest 25% making learning gains in reading 61% of lowest 25% making learning gains in mathematics</p> <p>2009-2010 Pine Castle Elementary A school 82% of students meeting high standards in reading</p>
-----------	--------------	---	---	----	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

					<p>80% of students meeting high standards in mathematics 77% of students meeting high standards in writing 44% of students making high standards in science 68% of students making learning gains in reading 64% of students making learning gains in mathematics 73% of lowest 25% making learning gains in reading 83% of lowest 25% making learning gains in mathematics</p> <p>2010-2011 Pine Castle Elementary A school 80% of students meeting high standards in reading 85% of students meeting high standards in mathematics 81% of students meeting high standards in writing 55% of students making high standards in science 60% of students making learning gains in reading 73% of students making learning gains in mathematics 60% of lowest 25% making learning gains in reading 70% of lowest 25% making learning gains in mathematics</p>
Assistant Principal	Brett Jedrzejak	B.S. Biology, Indiana University M.Ed. Ed. Leadership, Stetson University	0	6	<p>2011-2012, Ivey Lane Elementary, Grade B, Reading 3+38%, Math 3+ 60%, Reading Gains 59, Math Gains 86, Lowest 25% Reading 67%, Lowest 25%, Math 86%</p> <p>2010-2011, Grade C, 95% AYP, Reading 3+ 50%, Math 3+ 71%, Reading Gains 54%, Math Gains 72%, Lowest 25% Reading 53, Math 73%</p> <p>2009-2010, Grade C (raised school grade one letter grade), 100% AYP Reading 3+ 52%, Math 3+ 59, Reading Gains 59, Math Gains 68, Lowest 25% Reading Gains 57, Math 80</p> <p>2008-2009, Grade D, 82% AYP, Reading 3+ 36%, Math 3+ 44%; 2007-2008 Carver Middle Grade C, 79% AYP, Reading 3+ 34%, Math 3+ 34%; Carver 2006-2007 Grade D, 72% AYP, Reading 3+ 34%, Math 3+ 33%</p>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
All (CRT)	Jennifer Hayes	B.S. Elementary Education, University of Central Florida (UCF)	0	0	No prior record as an instructional coach
Reading	Naureen O'Neale	B.A. Marketing & Communications, Jacksonville University M.A. Organizational Leadership and Management, Webster University	0	0	No prior record as an instructional coach

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. New Teacher Orientation	Principal	October 25, 2012
2. PLCs	Principal, Assistant Principal	June 5, 2013
3. Mentoring	Curriculum Resource Teacher	June 5, 2013
4. Staff Celebrations	Principal, Assistant Principal	June 5, 2013
5. Data Meetings	Principal, Assistant Principal	June 5, 2013

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

6. Staff Socials	Sunshine Committee	June 7, 2013
7. Community Building Activities	Principal, Assistant Principal	June 5, 2013

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
97% (44) based on the 2011-2012 assessments are rated effective or highly effective. SunRidge Elementary has 4 teachers out-of-field for ESOL certification. 91% (41) of teachers are highly-qualified.	<ul style="list-style-type: none"> ● Teachers will receive training using Marzano's iObservation Model for evaluation. ● Establish Professional Learning Community for each teacher to participate ● Pilot the new OCPS SharePoint to increase collaboration and flow of information ● Model and review innovative practices of instruction ● ESOL classes toward certification for the four teachers lacking the endorsement are in process either during the school year or during the summer of 2013.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
45	2% (1)	51% (23)	36% (16)	11% (5)	44% (20)	97% (44)	2% (1)	2% (1)	82% (37)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
David Glucksman, Keene's Crossing Elementary	Michelle Sabella	Mr. Glucksman has been a Guidance Counselor for some time and knows the rules and procedures in OCPS.	<ul style="list-style-type: none"> -Attend district guidance meetings and share appropriate information to meet students' needs, OCPS guidelines and FLDOE regulations. - Review IPDP after creation

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Other

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Janice Quint, Principal

Brett Jedrzejak, Assistant Principal

Jennifer Hayes, Curriculum Resource Teacher

Naureen O'Neale, Reading Resource/Media Specialist

Danielle Valle, Reading Resource

Nadine Henry, School Psychologist

Michelle Sabella, Guidance Counselor

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The SunRidge Elementary School MTSS/RtI Leadership team has developed a school wide process for the school. The team leads teachers through review of the student data and evaluations. Discussions are held to determine for which students the core program is not meeting their needs. If the core program is not meeting the needs of the students with proper implementation and fidelity, an MTSS/RtI meeting is held. At this meeting Tier II interventions are discussed all progress monitoring and student achievement data is evaluated. A plan is put into place for intervention at this time. This plan may include the supplemental instruction with the core reading program and/or Tier II intervention outside of the 90 minutes reading block with comprehensive intervention materials. Students are monitored utilizing school progress monitoring reports, FAIR decision trees and Chutes and Ladders data reports. The classroom teacher with the support of the reading resource teachers and CRT, collects all necessary data for the initial meeting. The classroom teacher and Tier II teacher monitors and records all information on the mentioned monitoring reports. The CRT and Guidance Counselor fill out the correct meeting documentation. If the student makes progress the plan is kept in place to continue success. If progress is not being made a second MTSS/RtI meeting will be held. At this meeting with the team, the plan is modified to include a more intensive intervention by increasing the support, changing the length and time of the intervention or changing the intervention materials being utilized. We investigate through the RtI tool what modifications/changes are needed. Data is continually collected and analyzed through this process. If the child makes progress, the modified intervention continues. If the student is still not making progress a Tier III intervention will be implemented through the MTSS/RtI team process. Finally with the Tier III intervention in place and the child is not making progress, an investigation into the possibility of a learning disability will be addressed. The parent is included in the plan and MTSS/RtI process. We will utilize MTSS/RtI to decrease the disproportionality of students placed in special education, even though all students are coming to us from other schools to begin this first year. We will utilize our enrollment reports to track the number of students classified at any one given time.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

Members of the MTSS/RtI team assist in writing the School Improvement Plan. They discuss and make recommendations for instructional practices, assessments, progress monitoring, interventions and professional learning. The MTSS/RtI process is part of our action plans to increase student achievement and the number of students scoring level 3 and above on FCAT. It is also part of the plan to increase the learning gains of all students, especially our lowest 25%. The tools provided through the MTSS/RtI process are used to progress monitor and analyzed student achievement data.

MTSS Implementation

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Tier I data sources and management systems:

Houghton Mifflin Assessments

FAIR

FLKRS (Kindergarten)

School based common assessments in reading, science, and math.

School based rubrics/scales for writing.

OCPS Benchmark Assessments

Writing Prompts scored with school and FCAT rubrics.

FOCUS

FCRR

FPRM

STAR Assessment

Edusoft

IMS

EDW

Thinking Maps

Classroom Behavior Management Plans

Pearson Science assessments

enVision Math assessments

Tier II data sources and management systems:

In addition to the items in Tier I;

Lexia (Intermediate students)

Triumphs

Kaleidoscope

EnVision Math Intervention Kits

OPM-FAIR

Behavior Plan w/ individualized point sheets

Tier III data sources and management systems:

In addition to the items in Tiers I & II;

Individualized Behavior and Academic Plans created with the MTSS and EPT

Use of Physical Education Waiver for more intensive intervention

Observation from counselor and school psychologist

Describe the plan to train staff on MTSS.

Training will begin during Pre-Planning 2012 and continue as needed throughout the school year. Only one staff member is new to the district and have therefore utilized the OCPS RtI plan. The new teacher will be given a mentor to provide additional support outside of the leadership team.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe the plan to support MTSS.

Leadership will meet with teachers on a weekly basis for review and discussion of data. The intent is to pinpoint strengths and weaknesses of our students and our curriculum in an attempt to address any skill deficits and be the top producer of successful students in the nation. Time given to analyze data. We have a ½ time reading teacher to teach Tier II intervention students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Janice Quint, Principal

Brett Jedrzejak, Assistant Principal

Naureen O'Neale, Media Specialist/Reading Coach

Jennifer Hayes, Curriculum Resource Teacher

One teacher from each grade level PLC team

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets monthly before school with the Media Specialist and CRT taking lead roles in organization and dissemination of pertinent information. The members of the LLT will be responsible for sharing this information with their PLC members and returning to the LLT with feedback and concerns.

What will be the major initiatives of the LLT this year?

- Increase students' access to reading curriculum including resources in the school and community. This will be measured using Accelerated Reader and Reading Plus software components and OCPS Benchmark Assessments.
- All students reading by nine years of age
- Implementation of Common Core Standards at Kindergarten and First grade
- Preparing Second grade teachers for full implementation in 2013

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1a.1. SunRidge Elementary is a new school opening August 2012. Faculty and students will experience adjustments to the new culture of the school.</p>	<p>1a.1. 1. Maintain focus and consistency through the use of the Florida Continuous Improvement Model. 2. Effectively manage the use of data. 3. Use scientifically based reading materials to enhance instruction. 4. Disaggregate test data to identify groups and subgroups that need intervention. 5. Use ongoing, frequent monitoring of progress. 6. Implement the Houghton Mifflin Core Supplement with fidelity. (Provide PD for teachers as needed) 7. Provide leadership and training for staff and students as procedures are formed and internalized.</p>	<p>1a.1. Leadership Team</p>	<p>1a.1.</p> <ul style="list-style-type: none"> ● Review assessment data and progress monitoring; Indicator data will be reviewed highlighting students' participation in daily activity (in class) and adherence to school norms. ● Use the FCIM, RtI and MTSS 	<p>1a.1.</p> <ul style="list-style-type: none"> ● District Benchmark Assessments ● FAIR Assessment ● Attendance Data ● Discipline Data ● Houghton Mifflin Benchmark Testing Data ● iObservation Evaluation Tools ● EDWBI Reports ● STAR 		
---	--	---	------------------------------	---	---	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>At Whispering Oak, 23% of all students scored a Level 3. SunRidge Elementary will receive the majority of its students from this school.</i>							
	23% (97)	28% (98)					
		1a.2. SunRidge has received many students scoring level 1 or 2 on previous FCAT Assessment	1a.2. <ul style="list-style-type: none"> ● Follow the FCIM ● Utilize OPM ● Implement changes in curriculum and club formation ● Use Technology and CBI programs to enhance student learning and engagement. ● Incorporate Computer Based Testing procedures and additional test material 	1a.2. <ul style="list-style-type: none"> ● Instructional Staff ● Leadership Team 	1a.2. <ul style="list-style-type: none"> ● Students will utilize CBI programs including AR and Reading Plus or Lexia ● Teachers will use OPM to remediate or enrich students ● Intervention groups will use Triumphs/Read Well/Kaleidoscope for 30 minutes ● FCAT Test Maker 	1a.2. <ul style="list-style-type: none"> ● District Benchmark Assessments ● FAIR Assessment ● Attendance Data ● Discipline Data ● Houghton Mifflin Benchmark Testing Data ● Reading Plus Data ● STAR 	
		1a.3. Some teachers may be new to using Houghton Mifflin	1a.3. Provide opportunities for teachers to visit classrooms for observation and/or receive district training as needed.	1a.3. Leadership Team	1a.3. Use FCIM and district order of instruction for HM to guide teachers; HM benchmark and district benchmark assessments will help ascertain fidelity and effectiveness in addition to lesson plans.	1a.3. <ul style="list-style-type: none"> ● District Benchmark Assessments ● Houghton Mifflin Benchmark Testing Data 	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
---	---------------------	----------	---	---	-----------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2a.1. SunRidge Elementary is a new school opening August 2012. Faculty and students will experience adjustments to the new culture of the school.</p>	<p>2a.1. 1. Maintain focus and consistency through the use of the Florida Continuous Improvement Model. 2. Effectively manage the use of data. 3. Use scientifically based reading materials to enhance instruction. 4. Disaggregate test data to identify neediest groups and subgroups. 5. Use ongoing, frequent monitoring of progress. 6. Implement the Houghton Mifflin Core Supplement with fidelity. (Provide PD for teachers as needed) 7. Provide leadership and training for staff and students as procedures are formed and internalized.</p>	<p>2a.1. Leadership Team</p>	<p>2a.1. Review assessment data and progress monitoring; Indicator data will be reviewed highlighting students' participation in daily activity (in class) and adherence to school norms.</p>	<p>2a.1.</p> <ul style="list-style-type: none"> ● District Benchmark Assessments ● FAIR Assessment ● Attendance Data ● STAR ● Houghton Mifflin Benchmark Testing Data ● iObservation Evaluation Tools ● AR Status Reports ● Reading Plus Data 		
---	--	---	------------------------------	---	---	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>45% of Whispering Oak students scored a 4 or a 5 on the 2012 FCAT. SunRidge will receive the majority of its students from this school</i>							
	45% (193)	48% (168)					
		2a.2. Students may not receive enrichment with fidelity.	2a.2. <ul style="list-style-type: none"> Utilize OPM and FCIM to recognize which students need club enrichment. Identify students for high achievement and gifted programs 	2a.2. <ul style="list-style-type: none"> Leadership Team ESE Teachers Classroom Teachers 	2a.2. <ul style="list-style-type: none"> Utilize the FCIM and OPM to ensure students are targeted for proper intervention and club activities. Utilize Reading Plus on a consistent basis of 3 times or more per week. Utilize Leveled Readers in Science and Social Studies Programs to reinforce non-fiction reading skills 	2a.2. <ul style="list-style-type: none"> District Benchmark Assessments Fair Assessment HM Benchmark EDWBI Reports AR Status Reports Reading Plus Data FCAT Test Maker 	
		2a.3 We use a center school and not a cluster model for gifted	2a.3 Provide enrichment activities on a regular basis	2a.3 Gifted teacher Leadership teacher	2a.3 Review data to gauge which students need enrichment for a given skill, while at other times needing remediation.	2a.3 <ul style="list-style-type: none"> District Benchmark Data IMS/EDWBI reports STAR HM Benchmarks Gifted Reports 	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
---	---------------------	----------	---	---	-----------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3a.1. SunRidge Elementary is a new school opening August 2012. Faculty and students will experience adjustments to the new culture of the school.</p>	<p>3a.1. 1. Maintain focus and consistency through the use of the Florida Continuous Improvement Model. 2. Effectively manage the use of data. 3. Use scientifically based reading materials to enhance instruction. 4. Disaggregate test data to identify neediest groups and subgroups. 5. Use ongoing, frequent monitoring of progress. 6. Implement the Houghton Mifflin Core Supplement with fidelity. (Provide PD for teachers as needed) 7. Provide leadership and training for staff and students as procedures are formed and internalized.</p>	<p>3a.1. Leadership Team</p>	<p>3a.1. Review assessment data and progress monitoring; Indicator data will be reviewed highlighting students' participation in daily activity (in class) and adherence to school norms.</p>	<p>3a.1.</p> <ul style="list-style-type: none"> ● District Benchmark Assessments ● FAIR Assessment ● Attendance Data ● Discipline Data ● Houghton Mifflin Benchmark Testing Data ● iObservation Evaluation Tools ● Kid Talks ● Lexia ● FCAT Test Maker 		
--	--	---	------------------------------	---	---	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Whispering Oak had 76% of students make learning gains; SunRidge will have 80% of students make learning gains in 2013.</i>							
	76% (328)	80% (280)					
		1a.2. SunRidge has received many students scoring level 1 or 2 on previous FCAT Assessment	1a.2. <ul style="list-style-type: none"> • Follow the FCIM • Utilize OPM • Implement changes in curriculum and club formation • Use Technology and CBI (Lexia/Reading Plus) programs to enhance student learning and engagement. 	1a.2. <ul style="list-style-type: none"> • Instructional Staff • Leadership Team 	1a.2. <ul style="list-style-type: none"> • Students will utilize CBI programs including AR and Reading Plus • Teachers will use OPM to remediate or enrich students • Intervention groups will use Triumphs/Read Well/Kaleidoscope for 30 minutes daily. • Utilize Lexia where appropriate instead of Reading Plus 	1a.2. <ul style="list-style-type: none"> • District Benchmark Assessments • FAIR Assessment • Attendance Data • Discipline Data • Houghton Mifflin Benchmark Testing Data • Reading Plus Data • Lexia • FCAT Test Maker 	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
---	---------------------	----------	---	---	-----------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>1a.1. SunRidge Elementary is a new school opening August 2012. Faculty and students will experience adjustments to the new culture of the school.</p>	<p>1a.1. 1. Maintain focus and consistency through the use of the Florida Continuous Improvement Model. 2. Effectively manage the use of data. 3. Use scientifically based reading materials to enhance instruction. 4. Disaggregate test data to identify neediest groups and subgroups. 5. Use ongoing, frequent monitoring of progress. 6. Implement the Houghton Mifflin Core Supplement with fidelity. (Provide PD for teachers as needed) 7. Provide leadership and training for staff and students as procedures are formed and internalized. 8. Utilize the Intervention Program pieces including Kaleidoscope for K-1 and</p>	<p>1a.1. Leadership Team</p>	<p>1a.1. Review assessment data and progress monitoring; Indicator data will be reviewed highlighting students' participation in daily activity (in class) and adherence to school norms.</p>	<p>1a.1.</p> <ul style="list-style-type: none"> ● District Benchmark Assessments ● FAIR Assessment ● Attendance Data ● Discipline Data ● Houghton Mifflin Benchmark Testing Data ● iObservation Evaluation Tools ● FCAT Test Maker 		
---	--	--	------------------------------	---	---	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		Triumphs for 2-5 to assist those currently in test taking grades and lay foundation for future assessments. 9. Utilize student data notebooks – student progress monitoring					
Reading Goal #4: <i>Whispering Oak earned 75 points for lowest 25% reading gains. We will make 78% of our lowest 25% making learning gains.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	75%	78% (69)					
		1a.2. SunRidge has received many students scoring level 1 or 2 on previous FCAT Assessment	1a.2. <ul style="list-style-type: none"> Follow the FCIM Utilize OPM Implement changes in curriculum and club formation Use Technology and CBI programs to enhance student learning and engagement. 	1a.2. <ul style="list-style-type: none"> Instructional Staff Leadership Team 	1a.2. <ul style="list-style-type: none"> Students will utilize CBI programs including AR, Lexia and Reading Plus Teachers will use OPM to remediate or enrich students Intervention groups will use Triumphs/Read Well/Kaleidoscope for 30 minutes daily. Utilize Lexia where appropriate instead of Reading Plus 	1a.2. <ul style="list-style-type: none"> District Benchmark Assessments FAIR Assessment Attendance Data Discipline Data Houghton Mifflin Benchmark Testing Data Reading Plus Data Kid Talks Lexia FCAT Test Maker 	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		4a.3 Teachers are not familiar with reading intervention programs.	4a.3. Teachers will receive training on Read Well, Kaleidoscope intervention programs.	4a.3. Leadership Team	4a.3. <ul style="list-style-type: none"> • Students will utilize CBI programs including AR, Lexia and Reading Plus • Teachers will use OPM to remediate or enrich students • Intervention groups will use Triumphs/Read Well/ Kaleidoscope for 30 minutes daily. Utilize Lexia where appropriate instead of Reading Plus	District Benchmark Assessments FAIR Assessment Attendance Data Houghton Mifflin Benchmark Testing Data Reading Plus Data Kid Talks	
--	--	---	---	--------------------------	--	---	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>5A. In six years school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 <u>SunRidge opened in 2012</u></p>	<p>District Average All Students:57% White:75% Black:41% Hispanic:51% Asian: 77%</p> <p>Economically Disadvantaged:46%</p> <p>Students with Disabilities:26%</p> <p>English Language Learners:36%</p>	<p>All Students:63% White:78% Black:48% Hispanic:57% Asian: 79%</p> <p>Economically Disadvantaged:53%</p> <p>Students with Disabilities:38%</p> <p>English Language Learners:46%</p>	<p>All Students:67% White:81% Black:54% Hispanic:61% Asian: 81%</p> <p>Economically Disadvantaged:58%</p> <p>Students with Disabilities:44%</p> <p>English Language Learners:51%</p>	<p>All Students:71% White:83% Black:59% Hispanic:65% Asian: 83%</p> <p>Economically Disadvantaged:63%</p> <p>Students with Disabilities:50%</p> <p>English Language Learners:57%</p>	<p>All Students:74% White:85% Black:64% Hispanic:70% Asian: 85%</p> <p>Economically Disadvantaged:67%</p> <p>Students with Disabilities:56%</p> <p>English Language Learners:62%</p>	<p>All Students:78% White:88% Black:69% Hispanic:74% Asian: 87%</p> <p>Economically Disadvantaged:72%</p> <p>Students with Disabilities:63%</p> <p>English Language Learners:68%</p>
<p>Reading Goal #5A: By 2016-2017, SunRidge Elementary will meet the district AMO goals for each sub-group scoring at or above grade level: All Students: 78% White:87% Black:69% Hispanic:74% Asian: 88% Economically Disadvantaged: 72% Students with Disabilities: 63% English Language Learners: 68%</p>							

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. SunRidge is a new school for 2012-2013. An anticipated barrier is helping all students and faculty adjust to the new culture of the school.	5B.1. Ensure that all members of the student body feel accepted and are expected to achieve success with equal access to the curriculum. All students will receive intervention and enrichment based on achievement and skill deficits. Provide meaningful work for struggling students that taps their strengths and interests.	5B.1. <ul style="list-style-type: none"> Classroom Teachers Leadership Team 	5B.1. <ul style="list-style-type: none"> Review assessment data and progress monitoring; Indicator data will be reviewed highlighting students' participation in daily activity (in class) and adherence to school norms. Use the FCIM, Rtl and MTSS Implement school guidelines for success 	5B.1. <ul style="list-style-type: none"> District Benchmark Assessments FAIR Assessment Attendance Data Discipline Data Houghton Mifflin Benchmark Testing Data Reading Plus Data Kid Talks Lexia Data FCAT Test Maker 		
Reading Goal #5B: <i>Whispering Oak is the school providing the majority of students to SunRidge Elementary. SunRidge will raise average scores by three percent and accelerate gains of students encompassed by the achievement gap by 5 or 6%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White:19% Black:51% Hispanic:35% Asian:20% American Indian: N/A	White: 16% (21) Black:45% (41) Hispanic: 30% (25) Asian: 17% (4) American Indian: N/A					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		5B.2. Teachers and administrators are not familiar with individual student needs.	5B.2. Teachers and administrators will conduct "Kid Talks" to discuss student achievement needs. All subgroups will be addressed.	5B.2. Classroom Teachers Administration	5B.2. Classroom teachers will create an atmosphere in the classroom based on trust and honesty to build rapport with their students. Administration will host Kid Talks and conduct observations of instruction.	5B.2. <ul style="list-style-type: none"> • Kid Talks • Assessment Data • Observation 	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. ELL students need visual cues make instruction comprehensible.	5C.1 In addition to the strategy and aim of 5B.1, SunRidge will utilize technology to enhance ELL students understanding of content topics by providing visuals and thinking maps. Careful monitoring of student progress will be needed to determine skill deficits of specific students.	5C.1. <ul style="list-style-type: none"> Classroom teachers CCT position member 	5C.1. <ul style="list-style-type: none"> Use FCIM, RtI and MTSS, in addition to teacher feedback about student growth. Document and discuss learning gains within PLC to determine next steps. 	5C.1. <ul style="list-style-type: none"> Benchmark Data CELLA Kid Talks Teacher feedback and observation FCAT FCAT Test Maker 		
Reading Goal #5C: <i>57% of Whispering Oak students in the ELL population scored a 3 or above. SunRidge will have 61% of students achieving a level 3 or above in 2013.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	43%	39% (23)					
		Students lack a rich vocabulary foundation to meet rigorous reading standards.	Use leveled readers in science and social studies in addition to using Reading Plus with fidelity. In addition, we have vocabulary workbooks and direct instruction for vocabulary.	<ul style="list-style-type: none"> ● Curriculum Resource Teacher ● Classroom teachers ● Administrators 	Progress Monitoring, Collaboration during PLC meetings, Classroom Observation	<ul style="list-style-type: none"> ● Benchmark Tests ● FAIR ● STAR Reading Assessment, ● HM Assessments; ● FCAT ● FCAT Test Maker 	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. ESE students need visual cues to help increase understanding.	5D.1. In addition to the strategy and aim of 5B.1, SunRidge will utilize technology to enhance ESE students understanding of content topics by providing examples and pictures. Careful monitoring of student progress will be needed to determine skill deficits of specific students.	5D.1. <ul style="list-style-type: none"> ● Classroom teachers ● Staffing Coordinator ● ESE Teachers 	5D.1. <ul style="list-style-type: none"> ● PLC meetings will be used to generate discussion to determine if RtI process is effective for our SWD. These discussions will be further examined by the ESE staff and administration ● FCIM, RtI, MTSS will be followed 	5D.1. <ul style="list-style-type: none"> ● FCAT ● Benchmark data ● Reading Plus data ● Mini-lessons and assessments ● FCAT Test Maker 		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
31% of Whispering Oak students in the ESE population scored a 3 or above. SunRidge will have 38% of students achieving a level 3 or above in 2013.							
	69%	62% (22)					
		5D.2. Inclusion model is new to staff and students	5D.2. Help two VE teachers work with teachers in a co-teach/push-in model. Help classroom teachers plan with ESE teachers in conjunction with students' goals.	5D.2. <ul style="list-style-type: none"> • VE teachers • Classroom Teachers • Staffing Coordinator 	5D.2. <ul style="list-style-type: none"> • FCIM, RtI, MTSS will be followed • Administrators will conduct classroom observations of classroom and VE teachers 	5D.2. <ul style="list-style-type: none"> • FCAT • Benchmark Data • Reading Plus Data • iObservation Reports 	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. The Free and Reduced lunch rate at SunRidge (58%) is expected to be greater than Whispering Oak (28%) where the majority of our students attended in 2011-2012.	5E.1. We will work to ensure that each student's educational needs are met by working with resources within the community including social services and our social worker. We will work with Partners in Education when applicable to assist in meeting student needs.	5E.1. <ul style="list-style-type: none"> • Classroom teachers • Leadership team • School Social worker 	5E.1. <ul style="list-style-type: none"> • Grade Level PLC meetings will discuss and develop a plan for ensuring that each child has access to the curriculum while striving for success for all. • FCIM, RtI, MTSS will be followed 	5E.1. <ul style="list-style-type: none"> • FCAT • Benchmark data • Reading Plus data • Mini-lessons and assessments • FCAT Test Maker 		
Reading Goal #5E: <i>58% of Whispering Oak students in the Economically Disadvantaged population scored a 3 or above. SunRidge will have 63% of students achieving a level 3 or above in 2013.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	42%	37% (89)					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		Students lack a rich vocabulary foundation to meet rigorous reading standards.	Use leveled readers in science and social studies in addition to using Reading Plus with fidelity. In addition, we have vocabulary workbooks and direct instruction for vocabulary.	<ul style="list-style-type: none"> ● Curriculum Resource Teacher ● Classroom teachers ● Administrators 	Progress Monitoring, Collaboration during PLC meetings, Classroom Observation	<ul style="list-style-type: none"> ● Benchmark Tests ● FAIR ● STAR Reading Assessment, ● HM Assessments; ● FCAT ● FCAT Test Maker 	
		5E.3 Many teachers have not experienced high populations of economically disadvantaged students.	5E.3 We will share materials from author Ruby Payne about working with ED students. We will also provide support with our school's social worker to help meet students' basic needs.	5E.3 <ul style="list-style-type: none"> ● Administration ● Social Worker 	5E.3 We will monitor the number of teachers requesting assistance from the social worker to ensure that students' needs are met. Parent surveys may assist in demonstrating the ability of the school to meet the needs of the community.	5E.3 <ul style="list-style-type: none"> ● Social Worker Reports ● Climate Surveys 	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continuous Technology Training	K – 5 th grade	TSR, Leadership Team and Vendors	School-wide	August 2012; on-going as needed for curriculum needs and skill level	Items may include SMART Board, Web 2.0, Safari Montage, EDMODO and CBI programs.	Administration

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Art and Science of Teaching	K – 5 th grade	Various Team members	School-wide	Monthly	OCPS is tracking an additional 23 protocols using Marzano’s Art and Science of Teaching and Observation Evaluation tools	Administration

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Read Well, Kaleidoscope & Triumphs	Intervention	School Budget	\$25 000
Accelerated Reader	Comprehension Resource	School Budget	\$6 000
Science & Social Studies Leveled Readers (Includes text kit for grades K – 2 nd grade for Social Studies)	Additional Subject Related Text for reading in the content and non-fiction purposes	School Budget	\$25 000
Reading Plus & Lexia	Computer Based Instruction	School Budget	\$10 000
Subtotal:\$66 000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
See Reading Plus & Lexia in above section			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Initial Training package for “opening” school with new products.	Assistance given to teachers via summer training & 1 st two months of school	District	N/A
HM new users training	Professional Learning	District	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Total:\$66 000			
-----------------------	--	--	--

End of Reading Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/Speaking.	1.1. Students need time to develop listening/speaking skills.	<p>1. Provide support to students, parents and faculty through PLC meetings to ensure that the students are able to acquire English language skills.</p> <p>Provide students with ample opportunities to use oral language skills in a variety of context.</p>	1. CCT, classroom teachers, administration and PLC members	1.1. Applying the FCIM to students' language acquisition in the classroom will be monitored by classroom teachers and reported to the administration. The data will be reviewed by the PLC.	1.1. Kid Talks, Benchmark Assessments, CELLA and climate surveys	
CELLA Goal #1: <i>Of the 28 students transferring from Whispering Oak (the largest number of our students), 12 received proficient scores. We intend to raise the percentage of proficiency to 50% (16/32).</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>43% (12/28) students entering grades 3 – 5 scored proficient.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. ELL students need time/opportunities to acquire English language skills.	2.1. Provide support to students, parents and faculty through PLC meetings to ensure that the students are able to acquire English language skills. Provide students with ample opportunities to use language skills in a variety of context to develop reading skills during language acquisition. This will include the use of a variety of text and vocabulary study. Provide Parent Night for ELL students' families to learn about educational opportunities within the school	2.1. CCT, classroom teachers, administration and PLC members	2.1. Applying the FCIM to students' language acquisition in the classroom will be monitored by classroom teachers and reported to the administration. The data will be reviewed by the PLC.	2.1. Kid Talks, Benchmark Assessments, CELLA and climate surveys	
CELLA Goal #2: <i>Of the 28 students transferring from Whispering Oak (the largest number of our students), 7 received proficient scores. We intend to raise the percentage of proficiency to 39% (12/32).</i>	2012 Current Percent of Students Proficient in Reading:					
	<i>25% (7/28) students entering grades 3 – 5 scored proficient.</i>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	3.1. Some teachers may not have used formal writing prompts for their targeted (ELL) students.	3.1. Provide support to students, parents and faculty through PLC meetings to ensure that the students are able to acquire English language skills. Provide students with ample opportunities to use written language skills in a variety of context. This also allows students to use formal prompts and journal writing. We will utilize monthly prompts measured against a rubric and discussed during student conferences.	3.1. CCT, classroom teachers, administration and PLC members	3.1. Applying the FCIM to students' language acquisition in the classroom will be monitored by classroom teachers and reported to the administration. The data will be reviewed by the PLC.	3.1. Kid Talks, Writing Prompts, CELLA and climate surveys	
CELLA Goal #3: <i>Of the 28 students transferring from Whispering Oak (the largest number of our students), 8 received proficient scores. We intend to raise the percentage of proficiency to 39% (12/32).</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>29% (8/28) students entering grades 3 – 5 scored proficient.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Read Well, Kaleidoscope & Triumphs	Intervention	School Budget	See Reading
Accelerated Reader	Comprehension Resource	School Budget	See Reading
Science & Social Studies Leveled Readers (Includes text kit for grades K – 2 nd grade for Social Studies)	Additional Subject Related Text for reading in the content and non-fiction purposes	School Budget	See Reading
Reading Plus & Lexia	Computer Based Instruction	School Budget	See Reading
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
See Reading Plus & Lexia in above section			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Initial Training package for “opening” school with new products.	Assistance given to teachers via summer training & 1 st two months of school	District	N/A
HM new users training	Professional Learning	District	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Total:\$0			
------------------	--	--	--

End of CELLA Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. Teachers need to differentiate instruction to meet the need of all students.	1a.1. 1- Further strengthen the implementation of EnVision Math school wide (Provide PD for new teachers)	1a.1. <ul style="list-style-type: none"> Leadership Team Instructional staff 	1a.1. Administrative and grade level teams will meet to verify progress in action plan and determine if changes based on evidence are needed.	1a.1. 1. Mini-assessments from Focus Lessons 2. Benchmark Assessments 3. FCAT Math 4. EnVision Math Summary Data		
<u>Mathematics Goal #1A:</u> <i>In 2012, we had 28% of students score level 3. We intend for 33% of students, a gain of 5% points, to score a level 3 in 2013.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	28% (62/220) of students with scores achieved a level 3.	33% (115/345)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal</u> <u>#1B:</u> N/A	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1. Teachers need to differentiate instruction to meet the need of all students.</p>	<p>2a.1. 1. Further strengthen the implementation of EnVision Math school wide (Provide PD for new teachers)</p>	<p>2a.1. <ul style="list-style-type: none"> • Leadership Team • Instructional staff </p>	<p>2a.1. Administrative and grade level teams will meet to verify progress in action plan and determine if changes based on evidence are needed.</p>	<p>2a.1. 1. Mini-assessments from Focus Lessons 2. Benchmark Assessments 3. FCAT Math 4. EnVision Math Summary Data</p>		
<p><u>Mathematics Goal #2A:</u> <i>In 2012, we had 24% of students score level 4 or 5. We intend for 27% of students, a gain of 3% points, to score a level 4 or 5 in 2013.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	24% of students at 4 or 5 (53/220)	27% of students at 4 or 5 (94/345)					
		2a.2. Level 4, 5 students need opportunities for enrichment.	2a.2. Provide Enrichment opportunities including use of Moby Math	2a.2. <ul style="list-style-type: none"> Leadership Team Instructional staff 	2a.2. Administrative and grade level teams will meet to verify progress in action plan and determine if changes based on evidence are needed.	2a.2. <ol style="list-style-type: none"> Mini-assessments from Focus Lessons Benchmark Assessments FCAT Math EnVision Math Summary Data 	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3a.1. SunRidge Elementary is a new school opening August 2012. Faculty and students will experience adjustments to the new culture of the school.	3a.1. Further strengthen the implementation of EnVision Math school wide while providing additional supports including resources. We will utilize EnVision to provide intervention resources	3a.1. Classroom Teachers Administration	3a.1. Administrative and grade level teams will meet to verify progress in action plan and determine if changes based on evidence are needed.	3a.1. 1. Mini-assessments from Focus Lessons 2. Benchmark Assessments 3. FCAT Math 4. EnVision Math Summary Data		
<u>Mathematics Goal #3A:</u> <i>Whispering Oak had 72% learning gains for 2011-2012. SunRidge Elementary receives the majority of its students from Whispering Oak. We anticipate 75</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>72% of students made learning gains</i>	<i>75% of students will make learning gains at SunRidge (165/220)</i>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		3a.2. Teachers need to differentiate instruction to meet the need of all students.	3a.2. Further strengthen the implementation of EnVision Math school wide (Provide PD for new teachers)	3a.2. Administration	3a.2. Administration will review lesson plans and classroom room observation to assist teachers in differentiating their instruction. Teachers will be given opportunities to visit classrooms with strong DI.	3a.2. 1. Lesson Plans 2. Kid Talks 3. Benchmark Data 4. iObservation Data	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>Students entering each grade level at or below grade level in math. New curriculum resources may be a benefit and a barrier.</p>	<p>1. Maintain focus and consistency through the use of the Florida Continuous Improvement Model. 2. Effectively manage the use of data. 3. Use EnVision and Moby Math to increase student understanding of skills and concepts. (Provide PD for teachers) 4. Disaggregate test data to identify neediest groups and subgroups. 5. Use ongoing, frequent monitoring of progress. 6. Implement the EnVision Math Supplemental materials efficiently and effectively. (Provide PD for new teachers)</p>	<p>Leadership Team</p>	<p>Grade Level and Administrative teams will review data weekly to ensure that each portion of the action plan is adhered to or the action plan is modified.</p>	<p>1. Mini-assessments from Focus Lessons 2. FCAT Math 3. District Benchmark Assessments 4. FCAT Explorer 5. EnVision Math Assessments</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
59% of students in lowest 25% at Whispering Oak Elementary made learning gains for 2011-2012. SunRidge will achieve 62% of students making learning gains in 2012-2013.							
	<i>59% of Whispering Oak achieved learning gains at lowest 25%.</i>	<i>62% (34/55) of students will achieve learning gains in the lowest 25%.</i>					
		4a.2. Some teachers are not familiar with FCIM.	4a.2. Maintain focus and consistency through the use of the Florida Continuous Improvement Model. Provide PD on FCIM for new teachers.	4a.2. Leadership Team	4a.2. Utilizing PLC time teachers will review their students' success using the cycle of Plan-Do-Check-Act, which are akin to the tenets of FCIM.	4a.2. <ul style="list-style-type: none"> ● PLC Notes ● Benchmark Data ● FCAT Data ● Kid Talks 	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>SunRidge Elementary opened in 2012</u>	District Average All Students:57% White:74% Black:40% Hispanic:51% Asian: 84% Economically Disadvantaged:47% Students with Disabilities:28% English Language Learners:36%	All Students:62% White:75% Black:48% Hispanic:57% Asian: 83% Economically Disadvantaged:53% Students with Disabilities:38% English Language Learners:48%	All Students:66% White:78% Black:53% Hispanic:61% Asian: 85% Economically Disadvantaged:57% Students with Disabilities:44% English Language Learners:54%	All Students:69% White:80% Black:58% Hispanic:65% Asian: 87% Economically Disadvantaged:62% Students with Disabilities:50% English Language Learners:59%	All Students:73% White:83% Black:63% Hispanic:70% Asian: 88% Economically Disadvantaged:67% Students with Disabilities:56% English Language Learners:64%	All Students:77% White:85% Black:69% Hispanic:74% Asian: 90% Economically Disadvantaged:72% Students with Disabilities:63% English Language Learners: 69%

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Mathematics Goal</u> <u>#5A:</u> By 2016-2017, SunRidge Elementary will meet the district AMO goals for each sub-group scoring at or above grade level: All Students: 77% White:85% Black:69% Hispanic:74% Asian: 90% Economically Disadvantaged: 72% Students with Disabilities: 63% English Language Learners: 69%</p>							
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. Barriers to ethnicity may include students' inability to adapt to new surroundings. As a new school, students may wish to have remained at their previous schools thus creating animosity.</p>	<p>5B.1. 1. Maintain focus and consistency through the use of the Florida Continuous Improvement Model. 2. Effectively manage the use of data. 3. Use EnVision and Moby Math to increase student understanding of skills and concepts. (Provide PD for teachers) 4. Disaggregate test data to identify neediest groups and subgroups. 5. Use ongoing, frequent monitoring of progress. 6. Implement the EnVision Math Supplemental materials efficiently and effectively. (Provide PD for new teachers) 7. Build school community using guidelines for success and school building activities.</p>	<p>5B.1. Administration Classroom Teachers</p>	<p>5B.1. Grade Level and Administrative teams will review data to ensure that each portion of the action plan is adhered to or the action plan is modified using sound and defensible findings.</p>	<p>5B.1.</p> <ul style="list-style-type: none"> ● FCAT Math ● OCPS Benchmark ● EnVision Math Benchmark Assessments 		
<p><u>Mathematics Goal #5B:</u> <i>Whispering Oak is the school providing the majority of students to SunRidge Elementary. SunRidge will raise average scores by three percent and accelerate gains of students encompassed by the achievement gap by 5 or 6%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:21% Black:45% Hispanic:43% Asian:15% American Indian: n/a</p>	<p>White: 18% (24) Black: 40% (36) Hispanic:38% (32) Asian:12% (2) American Indian: n/a</p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		5B.2. Students of ethnicities may have a greater suspension rate.	5B.2. Administrators will review current suspension rates for subgroups. Data will be reviewed throughout the year.	5B.2. Administration	5B.2. OCPS Code of Conduct will be reviewed periodically and enforced for each infraction.	5B.2. <ul style="list-style-type: none"> • Discipline Data • Attendance Data • Climate Survey 	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	Lack of ability to express their understanding of concepts due to lack of English language vocabulary.	Utilize Thinking Maps and other mental models in addition to utilizing SMART Boards with visuals.	Classroom Teacher, Administration	Administrative and grade level teams will meet to verify progress in action plan and determine if changes based on evidence are needed.	<ul style="list-style-type: none"> ● Benchmark Test ● FCAT 		
<u>Mathematics Goal #5C:</u> <i>56% of Whispering Oak students in the ELL population scored a 3 or above. SunRidge will have 61% of students achieving a level 3 or above in 2013.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	44%	39% (24)					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>Some students are not proficient in basic facts and lack the foundational skills needed to achieve higher level thinking.</p>	<p>Use of manipulative kits and mental models during integration of EnVision Math supplements.</p>	<ul style="list-style-type: none"> ● Classroom Teachers ● Resource Teachers ● Administration 	<p>Administrative and grade level teams will meet weekly to verify progress in action plan and determine if changes based on evidence are needed.</p>	<p>1. Mini-assessments from Focus Lessons 2. Benchmark Assessments (three assessments a year) 3. FCAT Math 4. EnVision Math Summary Data</p>		
<p><u>Mathematics Goal #5D:</u> <i>33%% of Whispering Oak students in the SWD population scored a 3 or above. SunRidge will have 40%% of students achieving a level 3 or above in 2013.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>67%</p>	<p>60% (21)</p>					
		<p>5D.2. Teachers may not be aware of IEP goals and accommodations.</p>	<p>5D.2. Teachers will be provided IEP goals and accommodation pages. Training will be provided. Time to review cumulative folders will be provided.</p>	<p>5D.2.</p> <ul style="list-style-type: none"> ● Administration ● Staffing Specialist ● Classroom Teachers ● ESE Teachers 	<p>5D.2. Teachers will be able to review IEP's with ESE teachers to ensure that goals and accommodations are being met.</p>	<p>5D.2.</p> <ol style="list-style-type: none"> 1. EPT/MTSS meeting notes 2. Lesson Plans 3. Assessment Data 	
		<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Teachers need additional training on EnVision math and support materials.	5E.1. Further strengthen the implementation of EnVision Math school wide while providing additional supports including resources.	5E.1. Classroom Teachers Administration	5E.1. Administrative and grade level teams will meet weekly to verify progress in action plan and determine if changes based on evidence are needed.	5E.1. 1. Mini-assessments from Focus Lessons 2. Benchmark Assessments (three assessments a year) 3. FCAT Math 4. EnVision Math Summary Data		
Mathematics Goal #5E: <i>58% of Whispering Oak students in the Economically Disadvantaged population scored a 3 or above. SunRidge will have 63% of students achieving a level 3 or above in 2013.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	42%	57% (89)					
		5E.2 Many teachers have not experienced high populations of economically disadvantaged students.	5E.2 We will share materials from author Ruby Payne about working with ED students. We will also provide support with our school's social worker to help meet students' basic needs.	5E.2 <ul style="list-style-type: none"> Administration Social Worker 	5E.2 We will monitor the number of teachers requesting assistance from the social worker to ensure that students' needs are met. Parent surveys may assist in demonstrating the ability of the school to meet the needs of the community.	5E.2 <ul style="list-style-type: none"> Social Worker Reports Climate Surveys 	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
--	--	-------	-------	-------	-------	-------	--

End of Elementary School Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Middle School Mathematics	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Mathematics Goal #1B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School	Mathemat	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional							
---	--	--	--	--	--	--	--

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
EnVision Math	Core resources including daily assessment	Budget	1 000
Subtotal:\$1000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
SMART Boards	Interactive White Boards	Construction	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
EnVision Math	Refresher training	District	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$1000			

End of Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. Teachers have no experience with new science series for core material	1a.1. The NGSSS will be implemented with fidelity utilizing the district's sequence and pacing. Training on the new science curriculum will be provided.	1a.1. CRT Assistant Principal	1a.1. In addition to iObservation by administration, students will keep science journals to document their scientific journey. Design Challenge labs will demonstrate students ability to conduct experimentation, while assessments will be given at each grade and OCPS benchmark for 5 th grade students.	1a.1. iObservation data OCPS Science Benchmark Science Fusion Assessments		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Science Goal #1A:</p> <p><i>Students at Whispering Oak scored 73% for Science FCAT 2.0.</i></p> <p><i>Of that number, 44% scored a level 3. SunRidge Elementary will achieve 47% (53/114) of students scoring a level 3.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Whispering Oak 73% satisfactory and above with 44% of students scoring level 3.</i></p>	<p><i>47% (53/114) will score level 3</i></p>					
		<p>1a.2. Teacher may not be familiar with OCPS pacing guide for science.</p>	<p>1a.2. Administrators and resource teachers will ensure teacher follow OCPS Pacing guide with fidelity through observations.</p>	<p>1a.2. Classroom Teachers Administration</p>	<p>1a.2. Daily observations of students engaged in scientific inquiry will be conducted. Science Fusion Assessments will be administered.</p>	<p>1a.2. Observation data OCPS Science Benchmark Science Fusion Assessments Lesson Plans</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>		
<p>Science Goal #1B:</p> <p>N/A</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>N/A</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>N/A</p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	1a.1. Teachers are not familiar with new science series for core material	1a.1. The NGSSS will be implemented with fidelity utilizing the district's sequence and pacing.	1a.1. CRT Assistant Principal	1a.1. In addition to iObservation by administration, students will keep science journals to document their scientific journey. Design Challenge labs will demonstrate students ability to conduct experimentation, while assessments will be given at each grade and OCPS benchmark for 5 th grade students.	1a.1. iObservation data OCPS Science Benchmark Science Fusion Assessments		
Science Goal #2A: <i>Students at Whispering Oak earned 73 points for Science FCAT 2.0.</i> <i>Of that number, 29% scored a level 4 or 5. SunRidge Elementary will achieve 31% (36/114) of students scoring a level 4 or 5.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Whispering Oak students scored 29% as a 4 or 5.</i>	<i>30% (36/114) will score a 4 or 5.</i>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1a.2. Lack a science resource teacher to provide enrichment for science.	1a.2. Ensure teacher follow OCPS Pacing guide with fidelity. Utilize STEM Design Challenges each grading period for enrichment.	1a.2. Classroom Teachers Administration	1a.2. Daily observations of students engaged in scientific inquiry will be conducted. Science Fusion Assessments will be administered.	1a.2. iObservation data OCPS Science Benchmark Science Fusion Assessments Lesson Plans	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Science Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Science Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals	Problem-Solving Process to Increase						

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science Fusion	Text & Resources	Text Book Budget	\$25 000
Subtotal:\$25 000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Science Lab	Science Materials	FF&E (District)	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science Series Online	Professional Learning	District	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
STEM Activities	Science Resources	Budget	See STEM
Subtotal:\$0			
Total:\$25 000			

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Establishing a consistent focus on writing instruction across all grade levels.	1a.1. We will implement Craft Plus as the core writing program with standardized rubrics and strategies and Write From The Beginning as a supplemental program.	1a.1. Classroom Teachers Administrative Team	1a.1. Writing samples will be reviewed and discussed during PLC meetings and kid talks.	1a.1. FCAT Writes Monthly Prompts		
<u>Writing Goal #1A:</u> <i>84% of Whispering Oak students scored a 3 or above in writing. 87% of SunRidge 4th grade students will score satisfactory or higher.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Whispering Oak students scored 84% for 3 and above</i>	<i>SunRidge Elementary will score 87% (93/107) of students at satisfactory or higher</i>					

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Craft Plus	ALL	Vendor	School Wide	November 30, 2012	Observations, Lesson plans and prompts	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Craft Plus	Core Writing Program	Budget	\$7 000
Subtotal:\$7000			
Technology			
Strategy	Description of Resources	Funding Source	Amount

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Craft Plus	Professional Learning	Budget	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$7000			

End of Writing Goals

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
-------------------------	--	--	--	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

2012-2013 School Improvement Plan (SIP)-Form SIP-1

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
--	--	--	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Attendance</p>	<p>1.1. Several attendance areas appear to be nearly two miles from the school. Parents may not wish for their children to walk that far or may be often tardy as a result of walking.</p>	<p>1.1. Promote a positive culture where the school and learning are important parts of students and family lives. Provide students with incentives to arrive on time and every day. Provide parents with letters updating attendance and tardies.</p>	<p>1.1. Teachers, Assistant Principal and Registrar</p>	<p>1.1. We will document how many students participate in the Safe Routes to School Program. School will utilize effectiveness surveys from students, staff and community.</p>	<p>1.1. <ul style="list-style-type: none"> • EDWBI Reports • Survey Results • Participation in Safe Routes documentation • SMS Attendance and tardy report </p>		
<p>Attendance Goal #1: <i>Whispering Oak had an attendance rate of 95.75% for 2011-2012.</i> <i>SunRidge Elementary will have a 96% attendance rate for 2012-2013 school years.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><i>Whispering Oak 95.75%</i></p>	<p><i>SunRidge Elementary 96%</i></p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p><i>Whispering Oak 396</i></p>	<p><i>SunRidge 175</i></p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	<i>Whispering Oak 103</i>	<i>SunRidge 40</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
High Communication with parents	Connect Orange, Student Agendas, E-mail, Parent Letters	N/A	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$0			

End of Attendance Goals

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)	Problem-solving						
---------------------------	------------------------	--	--	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Process to Decrease Suspension						
	Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension	1.1. Students will need to adapt to a new school with new rules. The surroundings will be different for every student compared to their previous school experience.	1.1. "Dare to SOAR" will be our motto which will help student to show respect, strive for success and make wise choices. We will follow guidelines of the Behavioral Leadership Team that Mrs. Quint used previously. BLT helps students move through corridors and other common areas.	1.1. Leadership Team Classroom Teacher	1.1. Climate surveys will be used to ascertain the safety and effectiveness of the school. Comparison of area schools with similar demographics.	1.1. EDWBI reports Survey Results SMS Reports		
Suspension Goal #1: SunRidge Elementary will establish its baseline data during the 2012-2013 school years. It is the intent to have less than 3% of students (21) receive a suspension. Whispering Oak had 48 suspensions from 2.65% (38) of students.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	N/A	N/A					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	N/A	N/A					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>Whispering Oak data indicated 48 suspensions</i>	<i>SunRidge expects 35 suspensions</i>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<i>Whispering Oak data indicated 38 (2.65%) students receiving a suspension</i>	<i>SunRidge expects 21 students (3%) to receive a suspension.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.</p>						
--	--	--	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
OCPS Bullying Materials	Video and Modules for classrooms	N/A	N/A
Quarterly review code of conduct	Code of Conduct; presentation	N/A	N/A
DARE to SOAR	Guidelines for Success	N/A	N/A
Character Education	Lessons from Guidance Counselor	N/A	N/A
Subtotal:\$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Total:\$0			

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Parent Involvement</p>	<p>I.1. SunRidge Elementary will open on August 20, 2012. We believe that students will be represented by at least one parent at one event during the year. A possible barrier is that parents will be less involved as the year progresses.</p>	<p>I.1. We will offer a variety of activities for parents to become an integral part in their children's education. - Sun-Sational Tours given before the school open; will occur throughout the year. - Meet The Teacher, Open House, PTO, PLC and SAC are all opportunities. - Communicate with parents and community through a variety of sources including media, students' planners and the school website. - Academic Parent Nights -Fine Arts Performances School Spirit Nights</p>	<p>I.1. Administration Classroom Teachers PTO</p>	<p>I.1. School will monitor effectiveness using yearly surveys. Data will be collected about enrollment in PTO and attendance at the School Advisory Council Meetings.</p>	<p>I.1. Survey Data Attendance documentation</p>		
-------------------------------------	--	--	---	---	---	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal #1: <i>SunRidge Elementary will open in 2012. We expect 100% of students to be represented by one parent at least at one event.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	N/A	100% (736)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Communication	K-5/All	Grade Level-Team Leader	PLC Teams	Weekly Meetings; focus of communication for October and March meetings	Administration will conduct effectiveness survey which has a detailed portion regarding communication	SAC and Administrative Team

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Academic Nights	Academic resources for parents	School budget	\$500
Subtotal:\$500			
Total:\$500			

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>By May 2013, all K – 5 classrooms will conduct a minimum of four STEM Design Challenges as outlined by Orange County Public Schools with an emphasis on grades 3 – 5 being able to define, explain and implement the Engineering Design Process within a variety of contexts.</i>	1.1. Teachers are not trained in problem-based learning; therefore they are not comfortable with all aspects of STEM education.	1.1. Provide training in problem-based learning, technology integration and scientific inquiry (District STEM Coordinator – Mariel Milano)	1.1. Administrative team	1.1. Classroom Observation Lesson Plans Instructional Calendar	1.1. Fusion Assessments District Benchmark Assessment Science FCAT 2.0
	1.2. There may be a lack of time and resources to perform the design challenges	1.2. Time will be blocked out for grade levels to utilize our science lab which has space and materials for students	1.2. Grade Level Teams CRT Administration	1.2. Classroom Observation Lesson Plans	1.2. Fusion Assessments District Benchmark Assessment Science FCAT 2.0
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)						
--	--	--	--	--	--	--

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	K – 5/ALL	OCPS STEM Facilitator	K – 5 th grade teachers	Wednesday Staff Development	Classroom observation, PLC notes & lesson plans	CRT & Administration
Science Fusion	K – 5/ALL	OCPS Trainers	K – 5 th grade teachers	Wednesday Staff Development	Classroom observation, PLC notes & lesson plans	CRT & Administration

2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science Fusion	Science work text (district adopted)	OCPS Textbook	See Science
Subtotal:\$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
SMART Boards	Interactive Whiteboards in each classroom	FFE School Funding (Opening package)	N/A (\$70,000)
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
STEM Training	Problem Based Learning	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
STEM Activities & Design Challenge	STEM Materials	Science Budget	\$500
Subtotal:\$500			
Total:\$500			

End of STEM Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a</small>						
---	--	--	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Enrollment in Fine Arts	1.1. There are limited choices for students to make with respect to taking fine arts.	1.1. - We will provide students with the opportunity to join chorus as an extra-curricular activity. - We will provide students with the opportunity to join Art Club as an extra-curricular activity. - Every student will take art and music as part of their weekly course work.	1.1. - Music Teacher/Chorus Instructor - Art teacher/Art Club Instructor - Classroom teachers - Registrar	1.1. Students' work will be displayed and showcased for art. Various concerts will be offered for Chorus. Student interest will be gauged through climate surveys.	1.1. <ul style="list-style-type: none"> • School Climate Survey • Concert & Art Presentation Attendance 		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Additional Goal #1:</u> As a new school for 2012-2013, SunRidge Elementary will establish a high Fine Arts enrollment.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>N/A</p>	<p>100% (736) will participate in Fine Arts programs weekly.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>2. Increase College and Career Readiness</p>	<p>2.1. In blending a staff from several schools, not all teachers may be familiar with the process of Destination College.</p>	<p>2.1. Train staff and provide Destination College Materials through PLC groups</p>	<p>2.1. Leadership Team</p>	<p>2.1. Administration will conduct classroom observations including speaking with students and reviewing Destination College Binders.</p>	<p>2.1. Review Destination College Binders PLC Notes</p>		
<p><u>Additional Goal #2:</u> As a new school for 2012-2013, SunRidge Elementary will establish a culture preparing students for college and career using Destination College Program Materials</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>N/A</p>	<p>100% (335) students in grades 3-5 will participate in Destination College.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>3. Reading by the Age of Nine</p>	<p>3.1. Teachers may not use the reading materials available correctly.</p>	<p>3.1. Utilize our core reading program and intervention materials with fidelity to ensure all students have the necessary foundation to read by age nine. We will provide opportunities for teachers to receive training in HM if needed.</p>	<p>3.1. Leadership Team Classroom Teachers</p>	<p>3.1. Administration will conduct classroom observations and review lesson plans and focus calendars periodically to ensure instructional fidelity.</p>	<p>3.1. See Reading Goals PLC Notes</p>		
<p><u>Additional Goal #3:</u> We will increase the percentage of students who read on grade level by age 9 by 3 percent.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><i>Currently 65% (70) of third graders scored level 3 or above on FCAT reading in 2012.</i></p>	<p><i>68% (82) of third graders will score level 3 and above on FCAT reading</i></p>					
		<p>3.2. Parents may not feel comfortable executing recommendation for their students at home.</p>	<p>3.2. We will provide opportunities for parents to learn about the resources we have available for use at home. We will host a Reading/Literacy event in addition to opportunities for conferences with teachers.</p>	<p>3.2. CRT Media Specialist Teachers</p>	<p>3.2. Parents will complete surveys to gauge the communication and instruction at SunRidge Elementary. We will speak with parents in conferences and at Literacy Night to assess comfort level in helping their students becoming proficient readers.</p>	<p>3.2. Attendance sheets for Literacy Night Conference forms Climate Surveys</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>4. Fluency in Math Operations</p>	<p>5D.2. Teachers may not be aware of IEP goals and accommodations.</p>	<p>5D.2. Teachers will be provided IEP goals and accommodation pages. Training will be provided. Time to review cumulative folders will be provided.</p>	<p>3.1. Leadership Team Classroom Teachers</p>	<p>3.1. Administration will conduct classroom observations and review lesson plans and focus calendars periodically to ensure instructional fidelity.</p>	<p>3.1. See Reading Goals PLC Notes</p>		
<p><u>Additional Goal #:</u> We will increase the percentage of students who are fluent in math operations by 3%, resulting in a decrease in the percentage of students in grades 3-5 who score level 1 and 2 on FCAT Math.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><i>Currently 48% (#) of students in grades 3-5 scored level 1 and 2 on FCAT Math.</i></p>	<p><i>We will decrease the percentage of students scoring levels 1 and 2 on FCAT math by 3% in 2013.</i></p>					
		<p>5E.1. Teachers need additional training on EnVision math and support materials.</p>	<p>5E.1. Further strengthen the implementation of EnVision Math school wide while providing additional supports including resources.</p>	<p>3.2. CRT Media Specialist Teachers</p>	<p>3.2. Parents will complete surveys to gauge the communication and instruction at SunRidge Elementary. We will speak with parents in conferences and at Literacy Night to assess comfort level in helping their students becoming proficient readers.</p>	<p>3.2. Attendance sheets for Literacy Night Conference forms Climate Surveys</p>	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		5E.2 Many teachers have not experienced high populations of economically disadvantaged students.	5E.2 We will share materials from author Ruby Payne about working with ED students. We will also provide support with our school's social worker to help meet students' basic needs.	5E.2 <ul style="list-style-type: none"> Administration Social Worker 	5E.2 We will monitor the number of teachers requesting assistance from the social worker to ensure that students' needs are met. Parent surveys may assist in demonstrating the ability of the school to meet the needs of the community.	5E.2 <ul style="list-style-type: none"> Social Worker Reports Climate Surveys 	
--	--	---	---	---	--	--	--

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Destination College	3-5	District	3-5 th grade teachers	December 20,2012	Monitoring of student notebooks	Teachers/administration

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Use HM materials with fidelity	Basal text, Leveled Readers	N/A	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
HM Training	OCPS Training for Houghton Mifflin Reading	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$0			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$66 000
CELLA Budget	Total:
Mathematics Budget	Total:\$1000
Science Budget	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Total:\$25 000
Writing Budget	
	Total:\$7000
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:\$500
STEM Budget	
	Total:\$500
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:\$100 000

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
Elections of officers, SIP development, SAC overview and survey implementation are key components of this year’s agenda for SAC.

Describe the projected use of SAC funds.	Amount
--	--------

2012-2013 School Improvement Plan (SIP)-Form SIP-1

N/A	N/A